# TRAINING MODULE: LOOKING AT THE COMMON CORE STANDARDS (CCSS) AS A SCHOOL FACULTY

## MAX TIME: 90 MINUTES (Adjust time according to your faculty needs)

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| **Time &**  **Presenter** | **Agenda** | **Materials** |
| 5 Minutes | **CSD Vision and Math Framework**  Framework Highlights…  \*District scaffolding to support teachers in the implementation of CCSS.  \*Point out that CCSS supports CSD Guiding Principles and shares the common mission of preparing students to be “college and career ready.”  \*Along with 48 other states, CSD is adopting the CCSS. | CSD Guiding Principles  CSD Math Framework |
| 5 Minutes | **CCSS INTRODUCTION**  \*Summarize and present this information | Handout: About the Standards (see below) |
| 15-20 Minutes | **BACKGROUND ON THE CCSS**   1. Divide participants into grade level groups 2. Grade level groups will discuss questions about the CCSS.   \*What are the advantages of having a CCSS?  \*What questions do you have about the CCS?   1. Have grade levels discuss the questions and record their thinking on chart paper. 2. Have grade levels post chart around the room. 3. “Poster Promenade” Have grade levels walk around the room to review others’ charts and use stickies to add comments to charts. 4. Hand out CCSS Key Points in Mathematics. Have grade level groups read this document individually and discuss in partners (Lower grade teacher with an upper grade teacher). | Post CCSS Discussion Questions  Chart paper, markers and tape for each grade level group  Handout: Key Points in Mathematics (see below) |
| 5 Minutes | **LOOKING AT THE CCSS**  1. Explain how the CCSS is formatted: Pg. 5-- domain, cluster, and standards. Point out the importance of the intro page that we usually skip… but don’t this time. It is very helpful to identify critical areas for each grade level. Also, point out the glossary and tables. | Handout: K-7 Common Core for Mathematics |
| 15-20 Minutes | 2. **Individually**: Look at CCSS on grade level, below level, and above level (highlight, make notes of changes, questions, etc.) | Highlighters, pens and pencils |
| 10-15 Minutes | 3. **Grade Level** **Group Discussion**  -What did you notice?  -What implications does the CCSS have on the way we instruct students on a daily basis?  -What further questions do you have? | Post questions for the whole group to see |
| 10 Minutes | 4. **Whole Group Discussion**  -What did you notice?  (Discuss changes in the CCSS, Where standards have been moved to other grade levels, etc.)  -What questions do you have for other grade levels?  -What implications does the CCSS have on the way we instruct students on a daily basis? (Fewer topics but deeper into each domain area)  -What further questions do you have? |  |
| 10 Minutes | 5. **Wrap up for CCSS**  -What questions were answered from your chart papers? (Have grade levels record answers in short note form on the chart paper).  -Record additional questions onto grade level chart paper after reading the CCSS  **Critical**: Ask faculty what further support they need with the CCSS (informs work for PLCs and further professional development)  \*Chart papers could be posted in the faculty room and answers recorded as found AND/OR chart papers can inform Professional development for grade levels or at the whole faculty level  \*Suggestion: Go over CRT Blueprint with grade level teams as the needs will be different for each team only applicable to grades 3-6. | Markers  Chart Paper |

**TRAINING MODULE: PRESENTING CSD GRADE LEVEL MAPS**

**MAX TIME: 40 MINUTES**

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| Time & Presenter | Agenda | Materials |
| 5 Minutes | **BUILDING BACKGROUND FOR CSD GRADE LEVEL MAPS**  \* Purpose: From needs assessments with principals and teachers, overall the information gained was asking for support for updated math materials, curriculum maps and CFAs  \* For two days during the summer, grade level teachers, achievement coaches and some math coaches from across the district (representing all schools) assembled to examine the CCSS and the updated Math Program from Pearson called Envision. Math Curriculum Maps were created for each grade level.  \*Discuss with a partner: How is it different to drive instruction from a CCSS rather than a textbook/math program?  \* You will notice that some topics from the updated Math program were omitted from the curriculum maps as they were not included in the CCSS. Even some of the lessons within a given topic were omitted due to the fact that these lessons or even whole topics are not in the CCSS.  \*Focus of the CCSS is fewer topics to mastery which will require going deeper  \*Show ppt “Instructional Focus Continuum” to emphasize the process of mastery  \*This year is a transitional year in using these maps. Please give feedback to your building math lead on a monthly basis so our maps can be revised. This is critical to have a useful tool for teachers. Thank you. |  |
| 5 Minutes | GRADE LEVEL CURRICULUM MAPS  \*Explain how the curriculum maps were organized  \*Explain how the year at a glance document is organized | Grade Level Curriculum Maps  Grade Level “Year at a Glance” |
| 20 Minutes | GRADE LEVEL GROUP DISCUSSIONS  \*Allow Grade Levels to look over maps and discuss  Chart: Positives/Questions/Support Needed  Grade levels present information on poster |  |
| 10 Minutes | **WRAP UP**-Whole Group Discussion  -What did you notice?  -What questions do you have? (Math lead needs to post questions onto wiki page) |  |